



SEND Policy

The Woodlands

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1. Introduction

This policy gives guidance to staff on SEND processes within the Woodlands and the SEN Code of Practice 0 – 25. It should be read alongside the Marking Policy, Teaching and Learning Policy, Assessment Policy and Staff Handbook.

The Woodlands provides education for KS1-4 pupils with social, emotional and mental health difficulties (SEMH). The Woodlands Education Health and Needs Team provides education for pupils who are medically too unwell to attend school. Many of our students may also have significant additional learning needs such as cognition and learning, communication and interaction or sensory and physical. Together these form barriers to learning. The Woodlands is committed to reducing these barriers so that all pupils can reach their full potential.

2. Statement of Intent

The Woodlands SEND policy is written in conjunction with the SEN Code of Practice 0 – 25. Pupils on role at The Woodlands, in any Key Stage, have the right to have their needs recognised and appropriately responded to.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority

3. Aims and Objectives

Pupils with SEND at The Woodlands have the entitlement to:

- Quality first teaching (QFT), differentiation and effective marking
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- Classroom intervention based on assessment of their needs
- Specialist intervention based upon assessment of their needs
- Provision to meet their individual needs
- Support from outside services and agencies when needed
- To be actively involved with their own learning and support plans

Parents/carers of pupils with SEND at The Woodlands have the entitlement to:

- Direct involvement with the pupil's SEND entitlement
- Support for their young person's SEND via SENDCo, Pastoral team, PSA and other staff working with the pupil – a partnership
- Regular updates on pupil's progress

The shorter term nature of The Woodland's provision, and its dependence on collaborative working with both referring and receiving schools, means that it cannot be solely responsible for meeting the needs of pupils with SEND in isolation. A multiagency approach is therefore needed to ensure that the needs of each individual pupil are being met.

Meeting the SEND needs of pupils is a whole school responsibility.

4. Identification and Provision

The Woodlands will:

- Use SEND information from the referring school/s to provide an appropriate curriculum for the pupils and focus attention on action to support the pupil in class
- Ensure early identification of specific needs through CPOMS, assessment conducted by Woodland's staff, SENDCo or by another professionals
- Ensure that on-going observation, marking and assessment provides feedback about the pupil's achievements to inform future planning
- Involve the pupil in planning and setting targets to meet their needs
- Involve parents/carers in developing a joint learning approach
- Work effectively with other professional agencies when required
- Use QFT strategies to support SEND learners within classroom
- Use advice/strategies from other professionals
- Provide a Pupil Passport to all children
- Provide a SEN Support Plan (where appropriate)

Identification

Identification of pupils with SEND will be drawn from the following sources:

- SEN Support Plan information from referring school
- Reports from other professionals
- Teacher assessment / effective marking
- Staff observations
- Parental/carer observations and concerns
- Pupil's own concerns
- External involvement from professionals regarding specific learning needs
- Educational psychology involvement

Staff are to highlight concerns through CPOMS. Staff must include information about strategies that have been tried etc. Annotated evidence of pupil's work can be submitted alongside a SEN Concern if required. The SEN Concern will be responded to and actioned by the SENDCo.

Provision

All pupils who have SEND are on the additional needs register. All pupils at The Woodlands have a pupil passport which identifies their strengths, areas of difficulties and strategies which may support.

Pupils who require additional support are to have a SEN Support Plan developed.

These may include targets for:

- Literacy
- Numeracy
- Social, Emotional and Mental Health
- Communication and Interaction
- Physical and Sensory

SEN Support Plans are to be written by tutors and pastoral mentors in collaboration with other staff. They will be monitored by the SENDCo. Plans are to be completed on Provision Maps so they can be accessed by all staff and parents. Tutors and pastoral mentors are responsible for reviewing these plans each ½ term and updating them to reflect the learner's needs. They must be:

- SMART
- Developed with both the pupil and parents/carers
- Reviewed on a termly basis
- Include that which is 'additional to' or 'different from' the curriculum provision

- Be supported through cross-curricular strategies
- Make use of advice from other professionals
- Be uploaded to Provision Maps

All permanently excluded pupils will have a Pupil Passport. These passports identify a pupil's strengths and interests, things they find difficult and strategies which can be implemented to support these difficulties. Pupil Passports are initially created from information received at the point of permanent exclusion and observations during the initial 3 weeks at The Woodlands. The passports are reviewed at transition points or when new information is received. The passports are created in collaboration with teaching staff, pastoral staff, Educational Psychologist and SENDCo.

Students undergoing Statutory Assessment

For some pupils The Woodlands, in consultation with parents/carers and external agencies, may consider asking the LA to initiate a statutory assessment to see if an Education, Health and Care Plan is needed. The SENDCo will provide:

- A copy of SEN Support Plan and/or Pupil Passport
- Background information regarding the pupil's previous education provision
- Evidence of The Woodland's additional support for the pupil – from observation, lesson plans, quality marking, SEN Concerns etc.
- Evidence from educational psychologist and other professionals working with the pupil
- Views of parent/carer and pupil
- Will attend Multi Agency Meetings to discuss pupil's needs and next steps.

The Woodland's cannot provide long term provision for those pupils who receive an Education, Health and Care Plan.

5. Roles and Responsibilities

All staff are accountable for SEND within the SEN Code of Practice, particularly in using the graduated approach and the 'assess, plan, do, review' cycle. High quality teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. TAs, LSAs and Pastoral Mentors should always be part of the planning, assessment and review of SEN pupils; the tutor is responsible for liaising with these colleagues and taking a lead on SEND within the classroom.

Staff should:

- Be aware of SEND learners within their lessons
- Differentiate for pupils who may or may not have SEN; identify this on planning
- Deliver QFT strategies and high quality marking
- Make SEND referrals through CPOMS, identifying what QFT strategies have been used and any success
- Ensure all pupils have a pupil passport. Young people must be included in this process i.e. discussing their aspirations, outcomes they would like to achieve etc.
- Where required, create a SEN Support Plan for pupils with SMART Targets
- Update SEN Support Plans each term including evaluating outcomes and setting new ones if needed
- Use strategies from other professionals in SEN Support Plans and Pupil Passports where possible
- Complete information request forms from other professionals including CAMHS
- Share information on young people to enable educational advice to be written for an EHCP request

Role of the Woodlands SENDCo

The role of the Woodlands SENDCo includes the responsibility for co-ordination and advisory input to enable provision in The Woodlands to raise the achievement of pupils with SEND. This therefore means:

- Maintaining the SEN and Additional Needs register
- Liaising with Pastoral Manager, PSA and Co-ordinator of Alternative Provision
- Line management for Primary Teacher / SENDCo and Key Stage 3 SENCO Support in their SEND role
- Liaising with other professionals in order to assess and support pupils with specific learning needs
- Liaising with educational psychologists to assess and support pupils referred to the service
- Liaise and consult with pupils re: intervention, assessment and support
- Contributing to in-service training of staff including whole school and 1:1 support
- On-going observation and assessment of referred pupils
- Liaising with referring/receiving schools about the needs of pupils with SEND including writing supporting advice for a request for statutory assessment and top up funding
- Making referrals for a Statutory Assessment of need
- Writing advice for Education, Health and Care Plans

- Completing “Additional Funding Request” forms for pupils who are identified as requiring Top Up Funding
- Attending multi-agency meetings as part of an Education, Health and Care Plan
- Attending TAFs if requested by Pastoral Team
- Supporting staff to identify, deliver and track interventions
- Maintain the SEN area of the one drive (SEN Documents for Staff) so that it contains the current SEN register, resources to support QFT, other SEN resources that staff may find beneficial
- Maintain Provision Maps
- Contributing and support to the creation of pupil passports

Role of the Primary Teacher/SENDCo

The role of the Primary Teacher/SENDCo is to oversee SEND learners in the primary bases to raise the achievement for pupils with SEND. This therefore means:

- Monitoring SEN Support Plans
- Annotating SEN Support Plans for referring school offering advice about future outcomes when needed
- Liaising with other professionals in order to assess and support pupils with specific learning needs
- Liaising with educational psychologists to assess and support pupils referred to the service
- Supporting staff to identify, deliver and track interventions
- Collating evidence to be used in writing advice for Education, Health and Care Plans
- On-going observation and assessment of referred pupils
- Liaising with Woodlands SENDCo on a weekly basis
- Supporting mainstream schools with SEN queries where appropriate

Role of the Key Stage 3 SENDCo Support

- Monitoring Pupil Passports
- Ensure all SEN information is received from referring school
- Organise and coordinate external professionals visits to Key Stage 3
- Liaising with other professionals in order to assess and support pupils with specific learning needs
- Liaising with educational psychologists to assess and support pupils referred to the service
- Supporting staff to identify, deliver and track interventions

- Support the SENDCo in writing advice for Education, Health and Care Plans for pupils in Key Stage 3
- On-going observation and assessment of referred pupils
- Liaising with Woodlands SENDCo on a weekly basis

6. Monitoring and Evaluation

The SENDCo and the SLT will regularly review SEND systems within The Woodlands. A review should inform the following:

- Interventions to be developed to meet pupil need
- Involvement with other professionals and agencies
- The development of SEND systems

The desired outcomes of the policy are:

- That all staff are aware of their statutory responsibility for SEND within the Woodlands
- That all staff are involved in the SEND process in order to raise the achievement for pupils with SEND
- That SEND resources are used effectively within The Woodlands

Performance indicators will be:

- All pupils who access additional support/interventions will have a SEN Support Plan
- All pupils will have a pupil passport which identified their strengths, areas for development and strategies which can be implemented to support
- SEND learners are able to access lessons with adequate differentiation therefore making academic progress